

CTE Standards Unpacking
JROTC II

Course: JROTC II

Course Description: Students in JROTC II will demonstrate the leadership traits of an effective and responsible leader; demonstrate understanding of evolution of US citizenship and freedoms stated in the Bill of Rights; describe the importance of career planning, goal setting, and time management; demonstrate effective communication skills; develop appreciation of physical fitness in maintaining good health and appearance; demonstrate proficiency in first-aid techniques and map reading; and develop a higher level of self-confidence.

Career Cluster: Government and Public Administration

Prerequisites: JROTC I

Program of Study Application: JROTC II is a second-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Note: This course outline is meant to be a compendium to the standard JROTC curricula.

INDICATOR #JROTC II 1: Students will evaluate and improve their personal lifestyle plan in the areas of fitness, nutrition, and first aid.		
SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Develop a healthy lifestyle through proper nutrition, first aid knowledge, and drug awareness.		
Knowledge (Factual): - Nutrition guidelines - Body composition - Evaluate a victim/casualty - Universal Precautions - Chemical / substance use/misuse/abuse / addiction	Understand (Conceptual): -Nutritious foodstuffs -Caloric intake/values/ performance - Treatments for varied injuries - The proper uses of pharmaceuticals and the improper use/abuse of pharmaceutical and non-pharmaceutical chemicals and substances	Do (Application): -Identify a healthy/balanced diet - Follow the appropriate lifesaving steps - Identify the consequences of appropriate and inappropriate use/misuse of pharmaceutical and non-pharmaceutical chemicals and substances
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Create a plan of nutritional habits and behaviors • Categorize medical treatment(s) for various injuries • Recognize pharmaceutical and non-pharmaceutical use(s)/misuse/abuse/ 		

addiction and the consequences of such behavior	
Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): Health Education: 5.12.1 Examine circumstances that can help or hinder healthy decision making. 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.	Sample Performance Task Aligned to the Academic Standard(s): -Create and participate in a two-week diet plan implementing the appropriate nutritional and physical opportunities. (5.12.1, 5.12.5) -Organize and create an advertisement campaign dealing with destructive decisions (e.g. substance abuse/misuse, nutritional guidelines, etc.). (5.12.1, 5.12.5)

INDICATOR #JROTC II 2: Students will interpret data derived from maps and use their conclusions to assess impact of terrain on travel and operations.		
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Demonstrate use of map skills in navigation and social geography.		
Knowledge (Factual): -Different types of maps - Terrain landforms / features - Map symbols / terminology	Understand (Conceptual): -Map directions and distances - Universal Transverse Mercator Grid System (UTMGS) - Military Grid Reference System (MGRS)	Do (Application): -Locate separate points on a map based upon wither terrain or UTMGS/MGRS designation - Determine distance and azimuth(s) between such identified points
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Locate points on a topographic map from either UTMGS or MGRS designation • Identify terrain hazards or features from identification of contour line intervals distance(s) • Determine an appropriate route between points based upon the terrain features and or trafficability of straight line travel versus circumnavigational routing. 		
Academic Connections		

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>Math:</p> <p>9-12.S-ID.5 Use coordinates to prove simple geometric theorems algebraically</p> <p>5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p>9-12.S-ID.7 Interpret linear models 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>Social Studies:</p> <p>K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.</p>	<p>-Create an emergency preparedness map of a region or locality. Special attention should be given to mapping elevation, trafficability, map symbols. (9-12.S-ID.5, 9-12.S-ID.7, K-12.G.1)</p>

INDICATOR #JROTC II 3: Students will identify key parts of the development of the principles of the US political system and draw conclusions on how these impact society today.		
SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Identify key citizenship skills through foundational knowledge of the American political system, the US Constitution, the Bill of Rights, and citizen roles in American democracy		
SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Develop a logical argument as to the relevance and impact of founding principles in today's society.		
Knowledge (Factual): <ul style="list-style-type: none"> - Declaration of Independence - Preamble to the US Constitution -The US Constitution -The role of State statutes 	Understand (Conceptual): <ul style="list-style-type: none"> - Significance of American independence - Evolution of American system of governance from independence to modern day -Separation of powers 	Do (Application): <ul style="list-style-type: none"> -Determine the relevance/legality of certain issues/topics based upon the Constitutionality / legality of that concern

	-Role of state branches of government in relation to federal government role	
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Benchmarks:

Students will be assessed on their ability to:

- Research and debate (either for the affirmative or negative) on assigned topics dealing with constitutional or statute interpretation/implementation

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Social Studies:

K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

Sample Performance Task Aligned to the Academic Standard(s):

-Create a short video, either affirming or negating, an amendment or past proposed amendment to the Constitution based on its legality. **(K-12.C.2)**

INDICATOR #JROTC II 4: Students will recognize the need for civic involvement and develop a plan using citizenship and leadership skill to accomplish a service learning project.

SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking): Apply citizenship skills to service learning projects.

Knowledge (Factual):

-Service learning criteria

-Qualities of an active citizen

Understand (Conceptual):

-Differentiate between community service and service learning

Do (Application):

-Participate in a Service Learning Project (SLP) demonstrating the role of citizens in the community

Benchmarks:

Students will be assessed on their ability to:

- Participate in the conduct of an SLP and take part in an After Action Review (AAR) and self-assessment

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>Social Studies: 9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue.</p>	<p>-Plan and assist in organizing a Service Learning Project in a local region. (9-12.C.5.1)</p>

Additional Resources

- [Army JROTC Information and Facts](#)
- [Air Force JROTC Information and Facts](#)
- [Marine Corps JROTC Information and Facts](#)
- [Navy JROTC Information and Facts](#)
- [Coast Guard JROTC Information and Facts](#)

JROTC programs are located at:

ARMY JROTC

Washington High School (Sioux Falls)
Rapid City Central High School (Rapid City)
Flandreau Indian School (Flandreau)
Lower Brule High School (Lower Brule)
Pine Ridge High School (Pine Ridge)

AIR FORCE JROTC

Douglas High School (Ellsworth AFB)

MARINE CORPS JROTC

Lincoln High School (Sioux Falls)

Senior ROTC programs are located at:

ARMY ROTC

South Dakota State University with extension program at *Augustana University*

University of South Dakota with extension program at *Mount Marty College*

South Dakota School of Mines and Technology with extension programs at *Black Hills State University* and *Chadron State College*

AIR FORCE ROTC

South Dakota State University